SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

Title I-A For New Directors

New & Experienced Federal Programs Director's Meeting
September 21-22, 2016
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Title I-A Must Knows

- Purpose of Title I-A and Fast Facts
- How Title I-A is Funded
- Targeted Assistance School
- Schoolwide Program
- Fiscal Issues
  - Supplement not Supplant
  - Comparability
  - Maintenance of Effort
- Resources

Title I Purpose

IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

– Every Student Succeeds Act (ESSA) enacted December 10, 2015

Title I-A Fast Facts

	Nationwide	Idaho
Allocation	$14+ Billion	$ 59,099,191 (estimate)
# of students served	> 24 million students	146,313 students (2015-16)
# of Title I schools	55,000 schools (TA & SW)	434 TAS and SWP (2015-2016)
% Schoolwide schools	70%	73.5%

What is the name of the data collection that collects Title I-A data for Idaho?

How often is the data collected? When is it due?

Idaho System for Educational Excellence ISEE

| Submission Type	Collection Period (Data)	Submission Period
ISEE Summer Alternative 2016 v6	05/23/2016 – 08/19/2016	08/05/2016 – 08/19/2016
ISEE October 2016 **v7**	08/20/2016 – 09/30/2016	09/30/2016 – 10/17/2016
ISEE November 2016 **v7**	10/01/2016 – 11/04/2016	11/04/2016 – 11/18/2016
ISEE March 2017 **v7**	11/05/2016 – 03/03/2017	03/03/2017 – 03/17/2017
ISEE May 2017 **v7**	03/04/2017 – 05/05/2017	05/05/2017 – 05/19/2017
ISEE End of Year 2017 **v7**	05/06/2017 – 06/16/2017	05/20/2017 – 06/16/2017

http://www.sde.idaho.gov/tech-services/isee/index.html

Title I-A Fast Facts

- Was initiated in 1965 as part of the War on Poverty

- Serves students Pre-K through 12th grade

- Is the single largest pre-college Federal education program

Title I-A Funds in Idaho: Where does the money go?
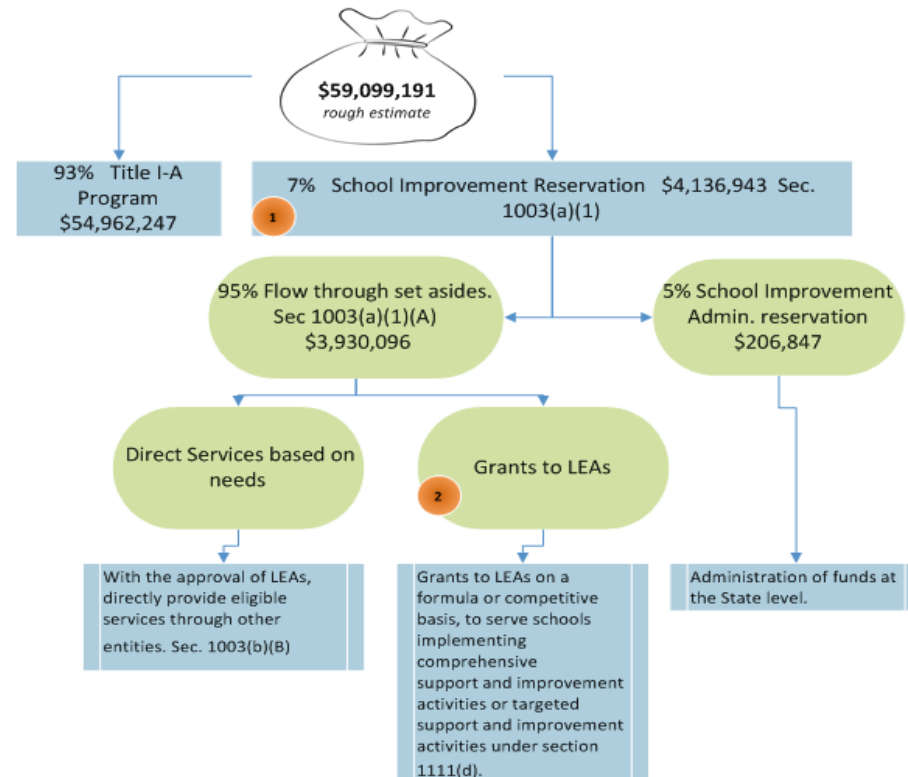
How Title I-A is Funded

- State – Census poverty
- LEA – Census poverty
- School – low income %
  - Title I-A funds are supplemental to State and local funds
  - Title I schools must receive their share of comparable State and local funding
  - Once the funds get to the school level, students are served based on need NOT income level

Two Types of Title I Programs

Targeted and Schoolwide

Targeted Assistance Schools	Schoolwide Program Schools
• Supplemental education *services* • Services must be targeted to specific at-risk students with the greatest need • Only eligible students may participate in Title I-funded services • Use of funds must be consistent with specific Title I rules	• All students may participate in Title I-funded initiatives –SW serves as a vehicle for whole-school reform to upgrade entire educational program • Focus on improving achievement of lowest-achieving students • Maximizes flexibility in using Federal funds • Addresses student needs through a schoolwide plan based on a comprehensive needs assessment

Needs Assessment

- Begin with a needs assessment – all students, taking into special consideration the low-achieving students in groups such as:
  - Economically disadvantaged
  - English learners
  - Migrant students
  - Racial/ethnic subgroups
  - Students with disabilities

Types of Data

- Types of data to determine needs to support all students in achieving standards:

    - State assessment data

    - Formative data

    - Interim data

    - Graduation rate data

    - Other types of data such as attendance, behavior, student/parent surveys, school climate, teacher/staff changes, etc.

Involve Stakeholders

- Involve representatives from stakeholder groups to create the program plan
  - District staff, school teachers and leaders, parents, community

- Consult with any private schools in district before plans for Title I funds are finalized

- Update needs assessment and plan based on evaluation of previous year

Effective Program & Use of Funds

- Considerations for planning
  - Type of Title I-A program to best meet the school's identified needs
  - Amount of funds available and allowable uses
  - Supplement not supplant
  - Most effective program for improving teaching and learning
  - Funds allocated to school vs. services provided by district

Effective Program & Use of Funds

- Evaluate effectiveness of program & use of funds
    - Review data on implementation of plan
    - Review data on student performance/achievement
    - Revise program as needed to improve results
    - Review and revise annual Title I set-asides based on need (i.e., homeless education set-aside, parent involvement)

Targeted Assistance Program

- Any school eligible for Title I-A funds may operate a targeted assistance program
  - Schools with at least 35% low-income (with some exceptions – charter LEAs and district poverty average)
  - Services are "targeted" and provided to identified eligible students (rank order list)
  - School must select some students for services

    School may not provide targeted services to all students in the school even if all students are low-achieving

  - Services must be *supplemental* to regular educational services that all students would otherwise receive

Targeted Assistance Eligibility

- Students eligible for Title I-A targeted services

    Qualify based on academic multiple, objective educational criteria, such as

    - Below proficient on State assessment
    - Below target on universal screening assessments
    - Lack of progress in coursework
    - Teacher recommendations

    – Criteria for selecting students for services must be documented by the rank order list

    – Some students are *"categorically" eligible* for services: identified as homeless, students participating in a migrant education program within the last two years, students in local neglected or delinquent institution

Targeted Assistance Eligibility

~ Students who qualify for other programs such as the English Learner or Migrant Education program must also receive the Title I-A services for which they qualify

EL services

Migrant Education services

Title I-A services

Core program – grade level content standards
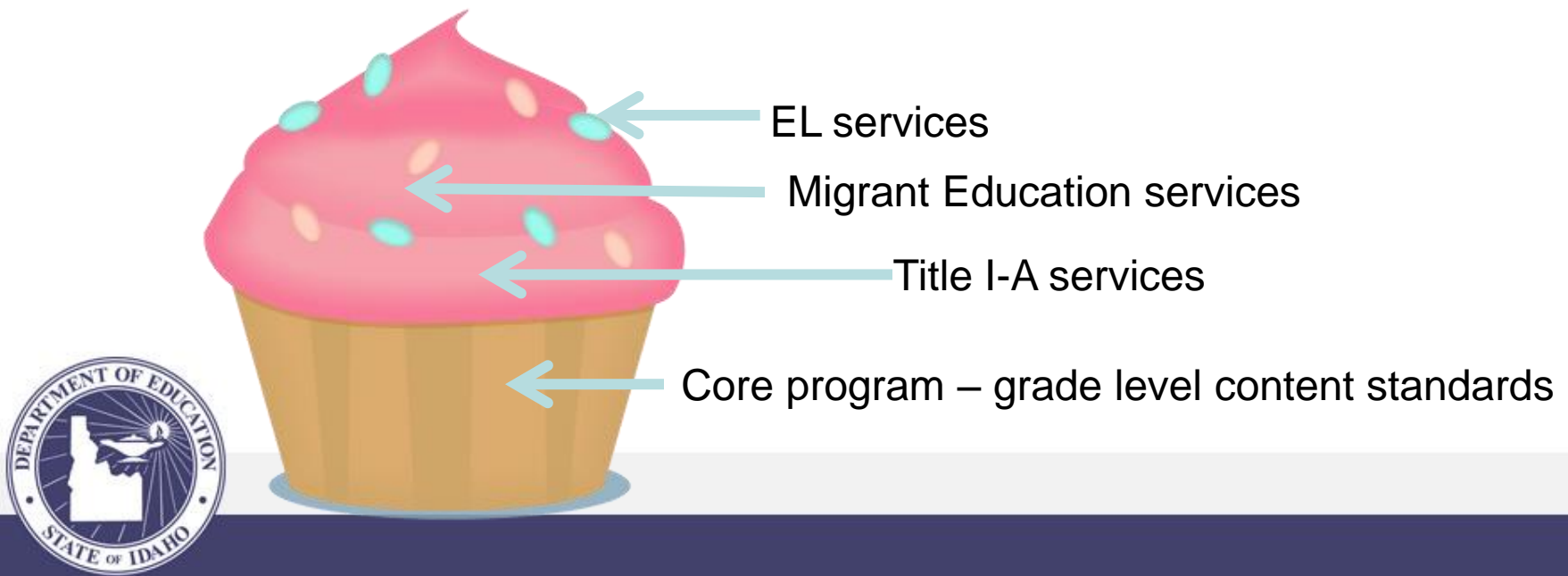
Targeted Assistance Services and Use of Funds

In Class

Pullout

Summer School

Tutoring

Before/After School Programs

Targeted Assistance Services and Use of Funds

– Teachers directly funded by Title I-A

– Teachers in the school that teach Title I students even if not funded directly by Title I-A

– Paraprofessionals funded by Title I-A must receive meaningful professional development

Use of Funds - Targeted Assistance

Title I-A funds in a targeted assistance program *may not* be used to pay for the cost of the **screening assessment** used to determine which students will qualify for services

Title I-A funds in a targeted assistance program *may* be used to pay for the **progress monitoring tool and implementing the tool**

3 Prong Test to Determine Supplanting – Targeted Assistance Program

- Title I funds are used for *activities* that are/were
  - Activity is required by State or local Law;

  - Activity was funded by State or local fund in the previous year;

  - Activity is provided to Title I students while State/local funds are used to provide the same services to non-Title I schools.

Targeted Assistance Reporting

- Only staff directly supported by Title I-A funds in whole or in part are considered Title I staff (teachers, paraprofessionals)

- Only students who receive services are counted as Title I-A students for reporting purposes

- Types of services provided to eligible students are tracked

What is the name of the annual data collection that collects this data?

When is this report due?

Title I-A Annual Performance Report (APR)

September
15
Thursday

https://apps.sde.idaho.gov/AnnualPerformanceReport/Home/Home

Schoolwide (SW) Program

A local educational agency (LEA) may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

~ Designed to upgrade the *entire educational program* of a school for *all* students

Title I Schoolwide Plan Development

- Three components of a Schoolwide Plan
  - Comprehensive needs assessment
  - Schoolwide Plan components
  - Evaluate the program and update the needs assessment and plan

- SW Plan is "developed during a one year period" unless district approves a shorter time frame

For guidance on moving to Schoolwide, visit
http://www.sde.idaho.gov/federal-programs/basic/

Schoolwide Plan Components

- Comprehensive needs assessment
- Schoolwide reform strategies
- High quality and ongoing professional development
- Strategies to increase parent involvement
- Plans for assisting preschool transition
- Including teachers in decisions regarding use of assessment
- Timely, additional activities for students who are not proficient
- Coordination and integration with other programs

For ESSA Schoolwide Program Plan Requirements, attend the session on ESSA Title I-A Schoolwide and Targeted Assistance Program Changes

Schoolwide Program Flexibility

- More flexibility in use of funds and delivery of services

- *Funding* is considered supplemental, not the services/activities

- Title I-A funds may be used to support any educational component of the schoolwide plan
  - The SW plan must include specifics based on the results of the needs assessment in order to support use of Title I-A funds

Consolidating Funds in Schoolwide

- A schoolwide school *may* consolidate its Title I-A funds with State, local, and Title II, Part A funds to upgrade entire educational program of the school

- Funds are "conceptually" consolidated
  - Consolidated funds lose their individual identify
  - Consolidated funds may be used to support any educational component of the Schoolwide Plan without regard to the specific program source

Supplement not Supplant – Schoolwide Program

- Schoolwide Program must be able to demonstrate that its Title I-A *funds* are supplemental to all State and local funds it receives

  - The One Prong Supplanting Test
    Title I funds are used to reduce a school's State/local funds.

- Schoolwide Program *does not* need to demonstrate that the activities implemented in the Schoolwide Program are supplemental to the non-Federal funds it receives

Schoolwide Program Reporting

- All teachers and instructional paraprofessionals are considered supported by Title I-A

- All students are considered as served by Title I-A

- Services for students do *not* have to be tracked and reported separately

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Title I Allocations to Schools – Targeted Assistance and Schoolwide

- Determining poverty rates
- Determining eligible schools and those that will served with Title I-A funds:
  - Ranking and serving rules
  - 125% rule
  - Exceptions
  - Small LEAs
  - Determining LEA set-asides

Poverty Measures

- Five poverty measures to identify children (ages 5-17) from low-income families for program eligibility and allocation purposes

  1. Most recent census data

  2. # of children eligible for fee and reduced price lunches under the Richard B. Russell National School Lunch Act

  3. # of children in families receiving assistance under the state program funded under part A of Title IV of the Social Security Act

  4. # of children eligible to receive Medicaid assistance

  5. A composite of the above measures.

Poverty Measures

- LEA must use same measure of poverty for all schools for the purposes of
  - 1) identifying eligible school attendance areas
  - 2) determining the rank of each area
  - 3) determining allocations to each school

- Currently
  - Direct certification data provided to LEAs to determine students qualified for free lunch
  - Household applications needed to determine additional students who qualify for free and reduced lunch
    - Applications are annually collected except in Provision 2 or 3 schools in which applications are collected every four or five years
    - Community Eligibility Provision (CEP) schools do not collect household applications

    Most LEAs use the # of children eligible for free/reduced lunches

Funding allocation to schools- CFSGA

- List of all public schools with enrollment count and low-income count to determine percentage of poverty

- Subtract any LEA set-asides from the Title I-A allocation to determine the amount of funding available to serve schools

Title I-A Eligible Schools

- Districts rank schools in order of poverty to determine eligibility for Title I-A services
  - Schools are served in rank order, may be funded at different per pupil amounts (PPA) as long as higher poverty schools have ≥ PPA
  - Calculate school allocation by multiplying the # of low-income students x per pupil amount (PPA)
- All schools above the district average or at least 35% poverty are eligible to be served with Title I-A programs
- Districts may determine the district "threshold" poverty rate above which it will serve schools

Ranking and Serving Rules

- All schools with 75% or above poverty *mus*t be served with Title I-A funds

- District may group and rank remaining schools by grade span and serve a particular grade span

- 125% Rule: If the LEA chooses to fund a school that is less than 35% poverty, then *all* funded schools must receive at least 125% of the LEA per-poor-pupil amount
  - Purpose of the 125% rule is to ensure that funds are focused on the LEA's highest poverty schools

Exempting a School from Title I-A

- A school ranked as eligible for Title I-A funds may be "skipped" or exempted from Title I services only if:

    - The school receives funding from supplemental state or local sources

    - The funding is equivalent to what would have been received under Title I-A, and

    - The funding is used to provide a Title I-A like program

Small LEAs Exception

- Ranking and serving rules do not apply in these situations:
  - Single attendance area (a one school LEA or one school per grade span) OR
  - LEA with enrollment of less than 1000
- Small LEAs may serve any school(s) as deemed necessary by the LEA without regard to the ranking and serving rules

Fiscal Issues –
Supplement not Supplant

- Title I-A funds are supplemental to State and local funds – applies to targeted assistance and schoolwide programs

- Targeted Assistance School services/activities funded with Title I-A are *in addition to* and do not replace or supplant services that student would otherwise receive

- Schoolwide Programs expenditures must be tied to the needs assessment and schoolwide program evaluation

Fiscal Issues –
Annual Comparability

- An LEA may receive Title I-A funds only if it uses State and local funds to provide services in Title I schools that are at least comparable to the services provided in non-Title I schools

    - Reasonable variance of 10% is ok; Range is 90% to 110%

- Comparability does not apply if enrollment is ≤ 100

- Comparability does not apply if only one school per grade span

Fiscal Issues – Annual Comparability

- If there is a discrepancy of more than 10%, then the LEA must make adjustments immediately or no later than the start of the second semester

  - This could mean staff transfers or hiring of additional staff with State or local funds, adjusting funds, etc.

- The two main ways that districts determine comparability are:

  - student/staff ratio
 - per-pupil expenditures

Fiscal Issues – Maintenance of Effort

- Maintenance of Effort (MOE) requires LEAs to demonstrate that the level of state and local funding remains relatively constant from year to year
    - LEA may receive Title I-A funds only if the State determines that the LEA has maintained its fiscal effort
    - If LEA fails to make MOE, the State reduces the amount of Title I-A allocation in exact proportion by which the LEA failed to meet the 90% requirement

Resources

Title I-A

Federal Programs

Federal Programs Monitoring
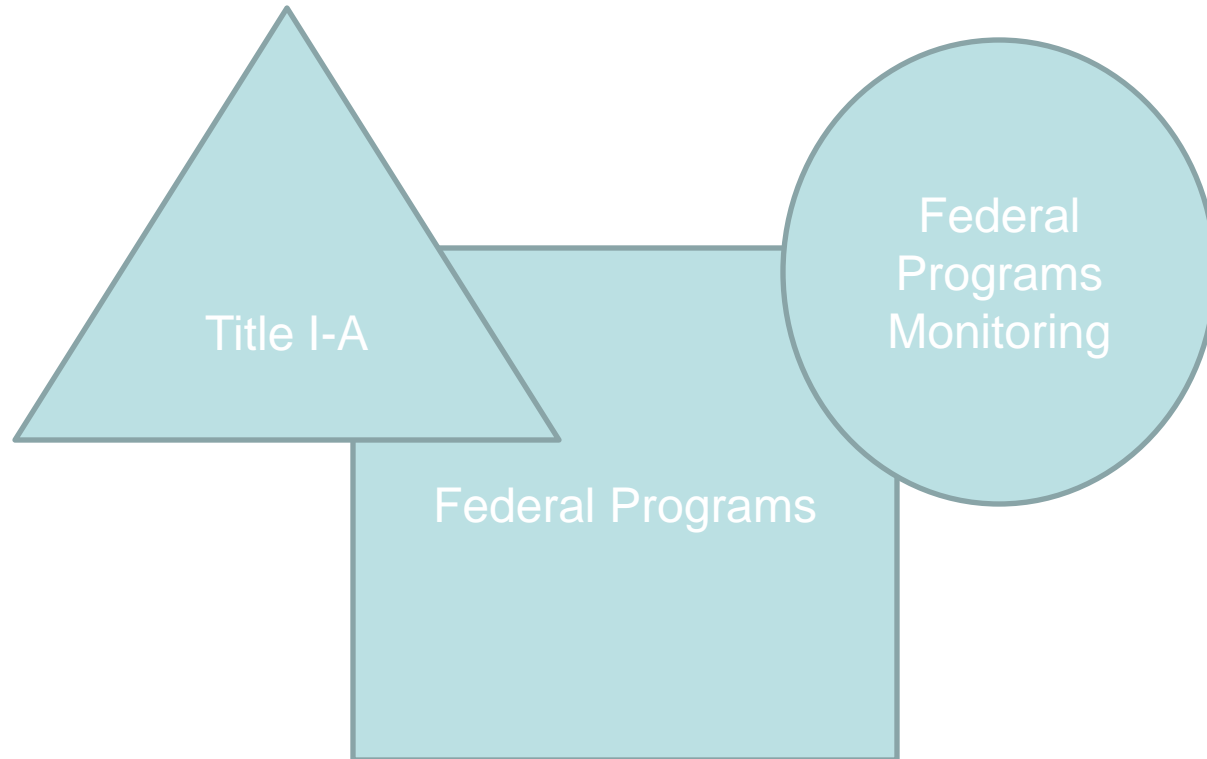
Federal Programs

Federal Programs

The Federal Programs department meets regulations and provides assistance to school districts under the requirements of the Elementary and Secondary Education Act (ESEA), currently enacted as the Every Student Succeeds Act (ESSA). We accomplish this by implementing federal program monitoring to ensure districts are compliant with the law. We focus on addressing challenges and improving the academic success of students who are struggling and at-risk so they meet state academic standards.

HIGHLIGHTS

ESSA STATE PLAN

CFSGA WORKSHOP

DEPARTMENT AREAS

Educator Effectiveness	Family & Community Engagement	Federal Program Monitoring
Funding & Fiscal Accountability	School Improvement & Support	Title I–A: Improving Basic Programs
Title I–D: Neglected, Delinquent, or At–Risk	Title II–A: Supporting Effective Instruction	Title V–B: Rural Education Initiative

Federal Programs »

- Educator Effectiveness
- Family & Community Engagement
- Federal Program Monitoring
- Funding & Fiscal Accountability
- School Improvement & Support
- Title I-A: Improving Basic Programs
- Title I-D: Neglected, Delinquent, or At-Risk
- Title II-A: Supporting Effective Instruction
- Title V-B: Rural Education Initiative
- Title IX-A: Homeless Children and Youths

☐ Archives »

Contact Details

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Title I-A: Improving Basic Programs

http://www.sde.idaho.gov/federal-programs/basic/

Federal Programs Monitoring

Technical Assistance

State monitoring team members provide technical assistance during the review visit and beyond. It is not the State's intent to tell the LEA *how* to run its title programs, but rather to answer questions, communicate, and exchange ideas and information to promote program improvement while meeting all federal requirements.

Compliance

Monitoring federal programs helps ensure that all children have a fair and equal chance to obtain a high-quality education. Compliance monitoring is when State and LEAs work together to ensure they are conforming with the No Child Left Behind Act (NCLB) of 2001.

ESEA Federal Program Monitoring Upload FTP Site →   **Instructions 📄**

| **Files** | FAQs | Training | Links |

Resource Files

General Files

📄 2016-2017 Districts to be Monitored

📄 2016-2017 Federal Programs Monitoring Tool

📄 Federal Program Monitoring Process Flow Chart

All Federal Programs

| Effective Teachers | **+** |

Improving Basic Programs (Title I-A)

| Interview Questions | **+** |
| Technical Assistance Resources | **+** |

Federal Program Monitoring

> Funding & Fiscal Accountability
> School Improvement & Support
> Title I-A: Improving Basic Programs
> Title I-D: Neglected, Delinquent, or At-Risk
> Title II-A: Supporting Effective Instruction
> Title V-B: Rural Education Initiative
> Title IX-A: Homeless Children and Youths

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http://www.sde.idaho.gov/federal-programs/program-monitoring/

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http://www.titlei.org/

2017

Imagine
The Possibilities

FEDERAL PROGRAMS CONFERENCE

Questions